

# Communicative activity instructions

## Tips for using Communicative activities

- We have suggested the ideal number of copies for each activity. However, you can often manage with fewer, e.g. one worksheet per pair instead of one per student.
- When Sts are working in pairs, if possible get them to sit face-to-face. This will encourage them to really talk to each other and also means they can't see each other's worksheet.
- If your class doesn't divide into pairs or groups, take part yourself, get two Sts to share one role, or get one student to monitor, help, and correct.
- If some Sts finish early, they can swap roles and do the activity again, or you could get them to write some of the sentences from the activity.
- With some activities we have left space for you to add information to make them more relevant to your Sts.

### 1A The memory game

#### A pairwork matching activity

Sts play matching games to practise greeting phrases. Copy and cut up one set of cards per pair or group of three Sts.

##### Language

Hello / Hi.  
I'm... / My name's...  
Nice to meet you.

- Divide the Sts into pairs or groups of three and give each pair or group a set of cards.
- Ask the Sts to match the cards so that they make **A** and **B** dialogues, and then check answers.

Hello, I'm Charlie. What's your name? – Freddie.  
Nice to meet you. – Nice to meet you too.  
What's your phone number? – It's 7894 132 456.  
See you on Saturday. Bye. – Yes, see you on Saturday. Bye.  
Hello, George. – Hello, Sarah.  
How are you? – Fine, thanks.  
What day is it today? – It's Monday.  
Hi, Fran. This is Sophie. – Nice to meet you.  
My name's Marc, not Matt. – Sorry.  
Bye. – Bye.

- Now ask the Sts to shuffle the cards and lay them face down on the table in rows.
- Explain that Sts are going to play a memory game. Sts take turns to choose two of the cards on the table and turn them face up. Their partner(s) should be able to see the cards so the cards should be left on the table in their original position for 15–30 seconds. If the cards make a matching pair, the student says the two lines aloud and keeps the cards. They must have an **A** and a **B** card to have a match. If they are unsuccessful, they turn both cards face down and the next student has a go. Sts have to remember where the cards are. The winner is the student with the most pairs in the end.

### 1B Nationalities bingo

#### A bingo game activity

Sts play *Bingo!* to practise nationalities and the names of countries. Copy one worksheet and cut out one bingo card per game per student. Make a few copies of the nationalities list.

##### Language

Nationalities and countries: *American, Polish, England, France*

- Give each student a bingo card. With classes of more than 12, you can give more than one student the same card or give one card per pair of Sts.
- Explain that Sts are going to play a bingo game. Tell Sts that you will call out a nationality at random. If they have that country on their card, they should cross it out. The first student to cross out all the countries should shout *Bingo!*
- Call out the nationalities at random and tick them off as you go.
- When a student shouts *Bingo!* ask them to say the countries on their card. Check that they are the ones you have already ticked. If not, continue the game. The first student to cross off all the countries on their card is the winner.

#### Extra idea

- Divide the Sts into groups of three or four to play a second game. Tell the groups to choose one person to be the caller. Give each caller the list of nationalities and each student a new bingo card. Tell the callers to call out the nationalities from the list at random. Remind them to keep a note of the nationalities as they say them.

### 1C Personal information

#### A mingle activity

Sts ask and answer questions to complete business cards with personal information about each other. Copy and cut up one worksheet per eight Sts.

##### Language

What's your name, please? And your surname?  
What's your e-mail address? Can you spell it? (+ alphabet)  
What's your phone number? (+ numbers 0–10)

- If necessary, revise the alphabet and numbers before you start. You could also drill the questions in the Language Box.
- Divide the class into groups of eight (or fewer, e.g. if you have 20 Sts, have two groups of eight and one of four). Use one set of cards per group.
- Give each student one strip with a card and two blanks. Focus on the first card and tell them that they are that person. Check that they know how to say the @ sign (at) and the . (dot). Tell them not to worry if they can't pronounce the names perfectly.

- Now focus on the blank cards and elicit the questions they need to ask to get that information (see **Language**). Write the questions on the board.
- Tell Sts they are at a conference. They must complete the blank business cards with information about two other people from their group. Demonstrate with one of the Sts first.
- Sts mingle and complete their forms.

## 2A Mystery objects

### A pairwork guessing game

Sts talk about close-up photos of everyday objects. Copy one worksheet per pair.

#### Language

*What's this? I think it's a (watch).  
What are these? I think they're (scissors).  
Common objects*

- Copy the phrases in **Language** onto the board. Model and drill pronunciation.
- In pairs Sts take turns to ask and answer questions pointing at the photos.
- If a pair has answered all the questions they can, but still don't know what some of the objects are, they can ask other pairs of Sts.
- At the end of the activity, go through all the pictures and ask Sts what they are.

1 scissors	9 photos
2 a watch	10 a window
3 a laptop	11 an umbrella
4 a door	12 glasses
5 headphones	13 an iPod
6 coins	14 a lamp
7 an identity card	15 a wallet
8 a chair	16 pieces of paper

## 2B Can you name...?

### Sts fill in columns with vocabulary

Copy one worksheet per student.

#### Language

Adjectives: old / young, right / wrong

- Give each student a worksheet and get them to fill in the **ME** column with names. You could start by eliciting expensive makes of watches, e.g. Rolex, Cartier, etc.
- Put Sts in pairs **A** and **B**. Tell them to read an answer from the **ME** column and his / her partner answers with an adjective and noun from column 1, e.g.:

*Japanese.* *(A different language?)*  
*That's right.*

- If Student B has the correct answer, he / she writes *Japanese* in the **MY PARTNER** column.
- When the two columns are filled, Sts say or write sentences where they have different words to practise plurals. *Japanese and Russian are difficult languages.*

## 2C Dominoes

### A group domino game

Sts match different sentences. Copy and cut up one worksheet for every three or four Sts.

#### Language

Imperatives ☐+, ☐-; let's  
*Sit down. Don't eat or drink in here. Let's go for lunch.*

- Explain to the Sts they are going to play dominoes. Check that everyone knows how to play. If necessary show a few examples on the board.
- Give one set of cards to each group.
- Share out the cards. In groups of three, give eight cards to each student and put the others face down. In groups of four, give seven cards each.
- Sts look at their cards. Clarify any vocabulary problems before they start.
- One student places a card on the table. The person on her / his left places the card which matches the sentence correctly at one end of this card. If he / she doesn't have one he / she misses a turn and takes a card from the middle.

This is a library.	This room is very hot.	Turn on the air conditioning.	I'm thirsty.
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- The game continues until all the cards are on the table. The winner is the first to use all his / her cards.
- Monitor that the game is being played correctly. The teacher has the final word if there is any disagreement!

## 3A True or not true?

### A pairwork true / false activity

Sts make statements and their partners guess if they are true or false and give a reason. Copy one worksheet per student.

#### Language

Present simple: I / you ☐+, ☐-  
*I live in the city centre.  
I think it's true.  
You're wrong. I live in ...*

- Pre-teach *I think it's true. / I don't think it's true* and *You're right. / You're wrong.*
- Give each student a copy of the worksheet. Tell them to match the verbs with the nouns / noun phrases.
- Check answers.

a 12 b 11 c 5 d 2 e 7 f 6 g 9 h 4 i 8 j 1 k 3 l 10

- Explain they are going to make positive or negative sentences about themselves using a verb and a noun / noun phrase. The sentences can be true or not true.
- You could give some examples and ask Sts if they think the sentence is true or not. Make sure Sts use the pre-taught sentence structures.
- Give Sts time to write some sentences. Monitor and check the sentences are correct.
- Put Sts in pairs or threes. Sts take turns to read a sentence and their partner decides if the sentence is true or not. If there is a group of three, once the sentence is read, the other two can decide together what they think.

*I watch films on my laptop.* *I think it's true.*

*You're wrong.*  
*I don't have a laptop.* *I have two dogs.*

*I think it's true.* *You're right.*

- If it's possible, put Sts together who don't know each other very well.

### Extra challenge

- Get Sts to make sentences orally, without writing them first.

## 3B Present simple questionnaire

### A pairwork questionnaire

Sts make questions and note down their partners' answers. Copy one worksheet per student.

#### Language

Present simple: I / you ☐, ☐, ☐

*Do you live near here? Yes, I do. No, I don't.*

*Does Julia live near here? Yes, she does. No, she doesn't.*

- Pre-teach *What about you? And you?* Give some examples for Sts to practise.
- Give each student a worksheet. Check any vocabulary problems.
- Put Sts in pairs. Tell them to ask each other the questions and to mark a tick (✓) or a cross (✗) in the box in the first column, depending on whether their partner's answers are positive or negative. Rather than repeating each question, Sts can 'rebound' the question using *What about you?* or *And you?*
- When they finish, Sts change partners. They tell their new partner the name of the person they interviewed first. Sts write the name in the gap at the top of the second column.
- Sts ask each other questions about their partner's first partner. Sts put (✓) or (✗).
- Monitor the correct use of *Does* in the questions and elicit that in **8** they will also have to change the second part of the question to *when he / she studies*. and in **11** to change *your* to *his / her*.

### Extra activity

- When Sts have finished you could ask questions for Sts to answer, e.g. *Does Julia live near here? Whoever interviewed Julia would answer Yes, she does. / No, she doesn't.*

## 3C Famous people

### An information gap pairwork activity

Sts ask questions to find information to complete sentences. Copy one worksheet per pair and cut into A and B.

#### Language

Present simple: he / she ☐, ☐, ☐

*Where does Colin Firth live? He lives in England and Italy.*

- Explain that Sts are going to ask some questions about famous people. Give examples using the format of the activity and get Sts to make questions.
- Put Sts into pairs **A** and **B** and give out the worksheets.
- Focus on the instructions and give Sts time to write their questions. Monitor and help.
- Tell Sts to ask and answer questions to complete the information on their copies.
- Get Sts to compare their copies to check.

## 4A Everyday objects

### A happy families game

Sts practise everyday subjects and possessive *s*. Copy and cut up one set of cards per group of three or four Sts

#### Language

Everyday objects, possessive *s*

*Do you have Kate's dictionary?*

*Yes, here you are. / No, sorry.*

- Tell Sts they are going to play a game called Happy Families. Sts may have a similar game in their language you can refer to.
- There are five sets of cards. Write the names of the five people on the board and under each name, the four objects they possess. Point to an object word and ask *What's this?* Elicit *It's James's diary. They're Robin's headphones*. Check pronunciation.
- Put Sts in groups of four and give each group a set of cards. One student shuffles and deals the cards face down so that each student has five cards.
- Sts look at their cards. Point out the name at the top of each card and explain that the three small pictures at the bottom are the other objects they need to collect for that person.
- Sts collect a set of cards by asking the other Sts in the group. They can ask anyone, but must address one person when asking the question.
- Now drill the questions and answers in the Language Box.
- When a student is given the card he/she wants, he/she must give one of his/her cards to the other student. Sts always have only five cards in their hands.
- Demonstrate with one group first.
- Sts play the game. One student starts and then it's the turn of the student on his / her left. The game finishes when a student has collected a complete set of four cards for one of the people. The cards are dealt and the game starts again.
- Monitor to make sure Sts are playing correctly.
- The game could be played in groups of five. In this case each student has four cards each.

## 4B Prepositions questionnaire

### A pairwork question and answer activity

Sts complete the questions and then ask a partner. Copy one worksheet per pair and cut into A and B.

#### Language

Prepositions of time: *at, in, on*

- If necessary quickly revise prepositions.
- Put Sts into pairs **A** and **B** and give out the worksheets.
- Give them time to complete their questions with a preposition. Then check answers.

A 1 at 2 at 3 in 4 on 5 at 6 at 7 in 8 in 9 on  
10 in/ at  
B 1 on 2 in 3 on 4 at 5 on 6 at 7 at 8 in / in  
9 in 10 on

- Now tell them to ask each other their questions. Tell Sts that the questions are different on cards **A** and **B**. Remind Sts to 'rebound' the questions with: *What about you? And you?*

## 4C Adverbs board game

### A group board game activity

Sts throw a dice, land on a square, and make a sentence about the topic in the square using an adverb. Copy one worksheet per group of three or four Sts. Give each group a dice and coloured counters or coins.

#### Language

Present simple + adverbs of frequency: *never, sometimes, or expressions of frequency: once a week*

- Quickly revise the adverbs and the expressions and their position in sentences.
- Write on the board *get up before 7.30* and *have tea for breakfast*. Ask Sts to make a sentence with the phrase and include an adverb or expression of frequency, e.g. *every day*.
- Put Sts in small groups of three or four. Give each group a worksheet of the board and a dice and a counter for each student. Coins will do if there are no counters.
- Sts throw a dice and move to the corresponding square. They make a true sentence using the phrase and one of the adverbs.
- Set a time limit. Sts continue the game until time is up. Monitor and help.

## 5A What can you do?

### A group card game

Sts turn over cards and try to do the tasks or answer the questions. Copy and cut up one worksheet per group of Sts.

#### Language

*can + can't*

- Remind Sts of the different meanings of *can*.
- Put Sts in small groups of three or four. Give each group a set of cut-up cards.
- Tell Sts to put the cards face down on the table. Demonstrate the activity by asking a student to turn over a card and read the question. You then do the task or answer the question.
- Tell Sts to carry on playing the game. One student turns over a card and asks someone in the group to do the task or answer the question. The others in the group decide if it has been done correctly.
- Once a card has been correctly used it is put aside. If not, it is laid face down again.

- The game is over when all the cards have been used or time is up.

#### Non-cut alternative

- Cut the cards into four strips and give each student in the group a strip of five cards.

## 5B Guess what I'm doing!

### A miming activity

Sts take a card, mime and the others guess what he / she is doing. Copy and cut up one worksheet per group of Sts.

#### Language

Present continuous: *You are washing your car.*

- Demonstrate the activity. Write on the board *You are ...*. Tell Sts you have a sentence which you are going to mime and they must guess exactly what is on the card. Your sentence is *You are reading a newspaper*. Using mime, make sure the Sts say exactly what is on the card.
- Put Sts in groups of three or four and give each group a set of cards. Make sure they are placed face down so nobody sees what is written on them.
- One student takes a card and mimes the action. Insist that the mimers say nothing and the others must say exactly what is on the card.
- Set a time limit. Sts continue the activity until you say stop.

#### Non-cut alternative

- You have a set and give one student in each group a card to mime. When a group has guessed the sentence, they ask you for another card.

## 5C It's Friday evening

### A pairwork activity

Sts ask questions to find out what people are doing, or usually do. Copy one worksheet per pair and cut into **A** and **B**.

#### Language

Present simple or present continuous? ☐+, ☐-, ☐?  
*What does he usually do on Friday evenings?*  
*What is he doing this evening?*

- Write on the board:  
*James usually \_\_\_\_\_ on Friday evenings.*  
*James \_\_\_\_\_ this evening.*
- Elicit the questions to complete the missing information (*What does James usually do on Friday evening? What is James doing this evening?*). Then rub out James and replace with Sarah and Sam. Elicit that the questions are *What do Sarah and Sam...? What are Sarah and Sam...?*
- Put Sts into pairs **A** and **B** and focus on the instructions and examples. Give them a few minutes to think what questions they have to ask.
- Sts ask and answer questions to complete their charts. Monitor to make sure they are asking their questions correctly.
- When they have finished Sts can compare their two sheets.

## 6A Pelmanism

### A group matching pairs game

Sts match nouns and pronouns in a game of pelmanism. Copy and cut up one worksheet for every three or four Sts. Divide the cards into sentences and pronouns.

#### Language

Subject and object pronouns

- Explain to students they are going to play a game where they match the pronouns to the nouns in sentences.
- Put Sts into groups and give each group a set of the shuffled sentence cards and a set of the shuffled pronouns cards. Without looking at the cards, they should lay each set out separately face down on the desk.
- Sts take it in turns to turn over one sentence card and one pronoun card. If the cards match, the student should say the sentences aloud, replacing the noun or nouns with the pronoun. If the sentence is correct, the student keeps the cards and has another turn. If the cards don't match, the student turns the cards over again so they are facing down.
- If the cards don't match, they should be turned over again so they are face down.
- Sts play till there are no more cards. The student with the most pairs of cards is the winner.

#### Non-cut alternative

- Copy one worksheet per pair. Get Sts to decide which pronoun they should use to replace the underlined words. Check answers.

## 6B Find someone who...

### A class mingle

This is an information gap mingle activity. Sts ask questions to find out who does these things. Copy one worksheet per student.

#### Language

Do you like shopping? Yes, I do. / No I don't.  
Do you mind doing housework? No, I don't mind it. / Yes, I hate it.

- Practise the questions Sts are going to ask. Write on the board \_\_\_\_\_ like reading in bed? \_\_\_\_\_ hate getting up early? \_\_\_\_\_ mind doing housework? \_\_\_\_\_ love doing puzzles? Tell Sts to ask you the questions. Then ask two or three Sts the questions. Point out the answer for the question with *mind* (see Language Box).
- Give each student a copy of the worksheet and tell them to look at the **FIND SOMEONE WHO...** column and check any vocabulary problems.
- Ask a student the first question. If the answer is Yes, write his / her name on your worksheet. If the answer is No say thank you and continue until you get a Yes answer. Do the same with number 2 so Sts see that the No answer is what you want now.
- Tell Sts the idea is to write a name for each question and if possible a variety of names.

- Set a time limit for Sts to carry out the activity. It's a good idea to get Sts to start at a different number rather than all at number 1. If a student starts at number 4 then he / she continues 5, 6, 7, etc.
- When the time is up, get feedback by asking questions, e.g. *Who doesn't mind getting up early?* *Who hates going to the gym?* Sts say the names they have on their sheet.

## 6C Questions and answers

### A pairwork revision activity

Sts complete the questions and then ask a partner. Copy one worksheet per pair and cut into **A** and **B**.

#### Language

Question form revision: *be / do*

- Write up a few examples on the board to elicit the type of questions in the activity and ask Sts to tell you what is needed to complete each question:  
*How often \_\_\_\_\_ you watch TV?*  
*Where \_\_\_\_\_ you have lunch on Mondays?*
  - Put Sts into pairs **A** and **B** and give out the worksheets.
  - Give them a few minutes to complete their questions. Check answers.
- |   |       |       |       |       |       |        |      |      |       |
|---|-------|-------|-------|-------|-------|--------|------|------|-------|
| A | 1 is  | 2 do  | 3 is  | 4 Do  | 5 Are | 6 do   | 7 is | 8 Do | 9 are |
|   | 10 do | 11 do | 12 do | 13 is | 14 is | 15 Are |      |      |       |
| B | 1 Are | 2 do  | 3 do  | 4 is  | 5 do  | 6 is   | 7 do | 8 is | 9 is  |
|   | 10 Do | 11 do | 12 Do | 13 is | 14 do | 15 Are |      |      |       |
- Now tell them to ask each other their questions. Point out that the questions are different on the two cards. Sts write down their partner's answers.

## 7A History quiz

### A pairwork information gap activity

Sts complete the questions and then ask a partner. Copy one worksheet per pair and cut into **A** and **B**.

#### Language

Past simple verb *be*: *was / were*

- Write on the board: *Where \_\_\_\_\_ the Aztecs from?* Ask Sts to tell you what's missing from the question (*were*). Now give them three possible answers:  
a Mexico b Peru c Brazil  
Elicit that the answer is *Mexico*.
  - Tell them to complete their questions with *was / were*. Check answers.
- |   |         |         |        |        |        |         |
|---|---------|---------|--------|--------|--------|---------|
| A | 1 was   | 2 were  | 3 were | 4 was  | 5 was  | 6 were  |
|   | 7 was   | 8 was   | 9 were | 10 was |        |         |
| B | 11 were | 12 were | 13 was | 14 was | 15 was | 16 were |
|   | 17 were | 18 was  | 19 was | 20 was |        |         |
- Tell them to quickly complete their questions with *was / were*. Check they are correctly filled in.
  - Put Sts in pairs **A / B** and tell them to ask each other their questions. They tell each other the three options. The correct answers are in **bold**.
  - Sts mark their partners' answers, but don't say if they are right or wrong until they finish.
  - When Sts finish they tell each other how many they got right and correct the wrong answers.

## 7B Where's the match?

### A pairwork activity

Sts put together a jumbled story, then retell the story. Copy and cut up one worksheet for every pair of Sts.

#### Language

Past simple regular verbs: *checked, booked, played*

- Write on the board *The Champions League*. Ask Sts which football team was the winner last year. Tell them that they are going to read a true story about some fans who wanted to see their team play in a Champions League match. Pre-teach *fan*.
- Write the first sentence of the story on the board: *A few years ago Manchester United played the Spanish team Deportivo de La Coruña in the Champions League.*
- Sts work in pairs. Give each pair a set of cards. Tell them to find the first sentence and then try to put the rest of the story in order.
- Check answers. Get Sts to underline the regular verbs and drill the pronunciation of the past tense verbs.

- 1 A few years ago, Manchester United played the Spanish team Deportivo de La Coruña in the Champions League.
- 2 Two Manchester United fans wanted to travel to Spain to see the match.
- 3 It wasn't possible to fly to La Coruña direct, so they needed to fly to Santiago de Compostela, and then get a taxi.
- 4 They booked tickets to Santiago on the Internet.
- 5 They checked in at Heathrow Airport at 9.00 p.m. because their flight was at 11.00 at night.
- 6 When the plane landed, they were very surprised! It was morning!
- 7 They walked out of the airport and stopped a taxi.
- 8 They asked the taxi driver, 'Where's the match?' The taxi driver answered, 'What match?'
- 9 They weren't in Spain. They were in Santiago, the capital of Chile!

- Sts work in pairs again. One student holds the cards so that the other can't see them. The other student tries to remember the story line by line. The first student helps and corrects pronunciation, and puts down each card when his / her partner has remembered it correctly. When the first student has finished, change roles.
- Feedback and see if any pairs can tell the whole story from memory.

#### Extra idea

- For extra suspense you could keep back the last sentence and give Sts only eight cards. When they've got the story in order then get Sts to guess what the last sentence is. Elicit any ideas and then give out the last card.

#### Extra challenge

- With a strong class, divide them into groups of three and give them three cards each. They mustn't show their cards to the other Sts. Sts read their sentences out loud, and the group try to decide which one is the first sentence. They then decide on the second, etc. Each time they tell the story from the beginning before deciding on the next sentence. When they think they've got the story in the right order, they lay the cards down and read it to check.

## 7C What did you do?

### A pairwork activity

Sts complete the questions and then ask a partner. Copy one worksheet per pair and cut into **A** and **B**.

#### Language

Past simple irregular verbs: *got, had, made*

- Tell Sts the objective of the activity is to practise simple past positive and negative statements to guess what their partner did.
- Demonstrate the activity by writing on the board:  
*I think you \_\_\_\_\_ for lunch yesterday.      have (food)*  
Choose a student and guess what he / she had for lunch. Elicit *Yes, I did*, or *No, I didn't. I had \_\_\_\_\_*.
- Repeat the example with another student or get Sts to guess what you had.
- Put the Sts in pairs **A** and **B** and give out the worksheets.
- Give Sts time to complete their statements. Monitor Sts as they do this, checking correct past forms.
- Point out Sts have examples at the top of their worksheet. Try to pair Sts who don't know each other too well to ensure that some guesses may be wrong.

#### Extra activity

- Sts could do the activity with the teacher.

## 8A Past simple question time

### A pairwork activity

Sts practise with question prompts. Copy and cut up one worksheet per pair or if you are short of time copy one sheet per student.

#### Language

Past simple questions and answers:  
*What time did you get up? I got up at 7.00.*  
*Did you watch TV? Yes, I did.*

- Tell the Sts the object of the activity is to revise the past simple by asking and answering as many questions as they can.
- Demonstrate the activity. Take a card and ask different Sts the questions. Then copy a couple of question prompts from your card onto the board and elicit the questions. Elicit and drill the rhythm of the two question forms.
- Sts work in pairs. Give each pair a set of cards. Set a time limit, e.g. ten minutes. Sts take turns to take a card and ask their partner questions.
- Monitor, help, and correct.

#### Non-cut alternative

- Cut worksheet in half vertically.
- Put Sts in pairs **A** and **B** and give each student half the questions.

### Extra challenge

- Encourage the student who is answering the questions to give more information where possible, and the student who is asking to try to ask extra questions where appropriate.

## 8B Flat to rent

### A pairwork information gap activity

Sts roleplay a phone call for information about a flat to rent. Copy one worksheet per pair. Cut into **A** and **B**.

#### Language

there is / are ☐ ☐  
Is there a garage? Yes, there is.  
House vocabulary

- Put Sts in pairs **A** and **B**, and give out the worksheet. Explain that they are going to roleplay a phone conversation to rent a flat.
- Tell the Sts who have worksheet **A** that they have a flat that they want to rent out. They must read the instructions and information about the flat.
- Tell the Sts who have worksheet **B** that they are looking for a flat to rent. They have a list of questions that they want to ask. They must read the instructions and prepare their questions. Highlight that all the questions are with *there is / are* except the last two. Encourage the **Bs** not to write the missing words but to remember them.
- Monitor, making sure the **As** understand all their information and the **Bs** are clear what questions they have to ask. Drill the questions if necessary.
- After a few minutes tell Sts to start the conversation. Remind Sts that the conversation is on the phone. Tell Sts to start the conversation with *Hello?*
- At the end of the conversation get feedback to see which **Bs** decided to rent the flat.

## 8C What is different?

### A spot the difference pairwork activity

Sts revise furniture vocabulary + *there is / there are* and *there was / there were*. Copy one worksheet per pair and cut into **Room 1** and **Room 2**.

#### Language

there is / are + there was / were ☐ ☐  
Prepositions of place  
Furniture

- Revise the furniture for the activity.
- Pair Sts and place **Room 1** face down on their table. Tell Sts to turn the picture over. They look at it for one minute and try to remember what's in it and where things are.
- Collect **Room 1** from everyone. Hand out **Room 2** and tell Sts it's the same room today. In pairs they find the differences using *there is / isn't / are / aren't* when referring to **Room 2** and *there was / wasn't / were / weren't* when referring to **Room 1**. Ask Sts to give a couple of examples.

### Extra idea

- Fast finishers can start writing sentences to describe the differences. There are at least 11 differences.

#### Example answers

- 1 In 1900 there wasn't a TV.
- 2 In 1900 there weren't any books on the table.
- 3 In 1900 there wasn't a DVD player.
- 4 In 1900 there wasn't a sofa.
- 5 In 1900 there wasn't a coffee table.
- 6 In 1900 there was a plant.
- 7 In 1900 there were books on the bookshelves.
- 8 In 1900 there was a fireplace.
- 9 In 1900 there was a clock above the fire, on the fireplace.
- 10 In 1900 there were photos above the fire, on the fireplace.
- 11 In 1900 there wasn't an exercise bike.

## 9A Food families

### A happy families game

Sts practise countable and uncountable food words and *a / an / any*. Copy and cut up one set of cards per group of three or four Sts.

#### Language

Do you have a / any ...? Yes, here you are. / No, sorry.  
Can I have it, please? Here you are.  
Food vocabulary: an apple, chocolate

- Tell Sts they are going to play a game called Happy Families. Sts may have a similar game in their language you can refer to.
- There are five sets of cards. Point to a food or drink word and ask *What's this?* Elicit *It's an apple. It's some sugar*. Check pronunciation.
- Put Sts in groups of four and give each group a set of cards. One student shuffles and deals the cards face down so that each student has five cards.
- Sts look at their cards. Point out the name at the top of each card and explain that the three small pictures at the bottom are the other objects they need to collect for that person.
- Sts collect a set of cards by asking the other Sts in the group. They can ask anyone, but must address one person when asking the question:
- Now drill the questions and answers in the Language Box.
- When a student is given the card he/she wants, he/she must give one of his/her cards to the other student. Sts always have only five cards in their hands.
- Demonstrate with one group first.
- Sts play the game. One student starts and then it's the turn of the student on his / her left. The game finishes when a student has collected a complete set of four cards for one of the people. The cards are redealt and the game starts again.
- Monitor to make sure Sts are playing correctly.
- The game could be played in groups of five. In this case each student has four cards each.

## 9B How much / many?

### A pairwork questionnaire

Sts practise *How much / How many* questions and personal information vocabulary. Copy one worksheet per pair and cut into **A** and **B**.

#### Language

*How much fruit do you eat a day? Quite a lot.*

*How many emails did you send yesterday? Not many.*

- Put students into pairs **A** and **B** and give out worksheets. Tell them first to complete the gaps with *much* or *many*. Give them a few minutes to complete their questions. Check answers. They mustn't answer the questions at this point.

A	1 much	2 many	3 much	4 much	5 much	6 many
	7 much	8 much	9 many	10 many		
B	1 much	2 much	3 many	4 much	5 much	6 many
	7 many	8 much	9 many	10 much		

- Sts now ask and answer the questions. **B** puts his / her paper face down. **A** interviews **B** and notes the answers on the worksheet. Then they change roles. Tell Sts to ask the questions in random order so their partners really have to listen. Encourage Sts to try and say a bit more than just the answer to the question where possible.
- When they finish, Sts can compare their information. Get some feedback.

#### Extra idea

- Get Sts to turn over the questionnaire and interview you. They ask you all the questions they can remember.

## 9C Guess the comparative

### A pairwork activity

Sts read sentences and guess what the missing comparative adjective is. Copy one worksheet for each pair, and cut into **A** and **B**.

#### Language

Comparatives: *colder, bigger, healthier*  
*Scotland is colder than England.*

- Demonstrate the activity. Write on a piece of paper *Scotland is colder than England*. Then write on the board *Scotland is \_\_\_\_\_ than England*.
- Elicit possible comparative adjectives from Sts, getting them to say the whole sentence. If what they say is NOT what you have on the piece of paper e.g. *Scotland is smaller than England*, *Scotland is more beautiful than England* etc. say *Try again*, until someone comes up with the sentence you have. Point out that their sentences are also correct, but that the objective is for them to guess the comparative that you had.
- Put Sts into pairs, **A** and **B** and give out the copies. Tell Sts to work individually at first and complete the gaps. Remind them that the missing words are all comparative adjectives. Monitor to make sure Sts are writing correct and logical adjectives.
- Now get Sts to sit face to face if possible. **B** reads out his / her sentence 1 to **A**. If it's the same as what **A** has, he / she says *That's right*. If not **A** says *Try again*, and he / she carries on guessing comparatives until he / she gets it right.

- Now **A** reads his/her completed sentence 2. Sts continue until they have said all the sentences.

#### Extra idea

- Get Sts to put their copies face down and see how many of the 12 sentences they can remember.

## 10A What do you know about the UK?

### A quiz about Britain

Sts revise superlatives. Copy one worksheet per student or pair / group.

#### Language

Superlatives: *most popular, busiest*  
*Which is the longest river in the UK?*

- If necessary quickly revise the formation of superlatives with examples on the board, e.g.:  
*The (tall) person in the class is...*  
*The (popular) sport in the country is...*
- Sts work in pairs / groups of three or four. Give out copies. First get Sts to complete the questions with superlative adjectives. Check answers.

1 busiest 2 most popular 3 biggest 4 longest  
5 sunniest 6 most common 7 largest 8 most popular  
9 oldest 10 most common 11 highest 12 biggest

- Now set a time limit for Sts to choose the correct answer. Monitor and help.
- Check answers.

1 a 2 c 3 b 4 b 5 a 6 b 7 b 8 a 9 a 10 c 11 a 12 c

- In the same pairs / groups Sts write five questions about their country or countries. Monitor and help. Sts then ask another pair / group their questions.

## 10B Future plans

### A pairwork activity

Sts ask each other about their future plans. Copy one worksheet per pair and cut into **A** and **B**.

#### Language

Plans: *be going to + verb*

- Write on the board:  
*Are you going to...?*  
*watch TV tomorrow morning*  
*send any emails this evening*  
*go camping next summer*  
Ask Sts questions using *Are you going to...?* Ask them follow-up questions.
- Tell Sts they are going to ask their partner questions. Remind them to ask follow-up questions and 'rebound' the questions.
- Put Sts in pairs. Give each student a worksheet **A** or **B** and tell them to ask each other their questions. Check any vocabulary problems before they start.

#### Extra idea

- Sts could ask you the questions.

## 10C Predictions

### A pairwork role play

One student is a fortune-teller and the other the client. Copy and cut up one worksheet per pair of students.

#### Language

Predictions: *be going to* + verb

- These are the same cards that are used in the Student's Book. Take a card, show it to the class and ask *What does this card mean?* Elicit *It means you're going to...*
- Tell Sts they are going to roleplay a fortune-teller and client activity. Give out the cards and tell Sts to lay them on the desk.
- Put the Sts into pairs. Student **A** is the fortune teller and Student **B** is the client. Student **B** chooses five cards.
- Student **A** tells Student **B**'s future using the cards. Student **B** asks for more information.

*I'm going to tell your future.*

*Your first card is two rings.*

*You're going to meet*

*someone special very soon.*

*Fantastic, where am I  
going to meet him / her?*

- Swap roles if there's time. If roles are swapped, make sure Sts work with a different partner.

## 11A Mime the adverbs

### An acting game

Sts practise adverbs by miming actions in different manners. Copy and cut up one set of cards for every five / six Sts in the class.

#### Language

Adverbs: *badly, carefully, fast*

- If necessary revise adverb formation by writing the following adjectives on the board and asking Sts to change them to adverbs: *careful, bad, fast, quiet, polite, good*.
- Sts work in groups of five / six. Give each group a set of cards and put them face down on the table. Explain the game. Demonstrate by taking a card and miming the action for the class. Emphasize that Sts only have to say the verb and the adverb, e.g. *swim well*.
- Student 1 takes a card and mimes the action. The others in the group try to guess exactly what is on the card. If the other Sts can guess the phrase on the card then Student 1 keeps the card. If the other Sts can't guess the phrase then Student 1 puts it back in the envelope.
- Sts take turns acting actions until all the cards are used. The winner is the person with the most cards at the end.

### Non-cut alternative

- Copy one sheet per pair and cut it in half vertically. Put Sts into pairs **A** and **B** and give each student half of the worksheet. **A** begins by miming his / her first phrase to **B**, who must try to say it. **B** then mimes his / her first phrase to **A**. They carry on until they have both mimed all their phrases.

## 11B Hopes and plans

### A pairwork activity

Sts practise *going to* by making and answering questions. Copy and cut up one worksheet for each pair of Sts.

#### Language

*want to, need to, would like to*

- Put Sts into pairs **A** and **B** and give out worksheets. Tell them to follow the instructions at the top of their worksheet but not to write full answers, e.g. in **A**'s circle he / she should write *on the beach* not *I would like to be on the beach*.
- Give Sts five to ten minutes to write their answers. Sts then fold over the instructions.
- Now get them to swap papers. Make sure Sts can't see the instructions.
- Demonstrate the activity by taking a worksheet from one student and asking *Why did you write \_\_\_\_\_ in the triangle?* elicit *Because they are the things I need to do this week*. Ask follow-up questions if possible.
- Sts do the activity in pairs. They can ask the questions in any order. Monitor as they do the activity to make sure they practise the verbs.
- If time allows, Sts can be put in new pairs and repeat the activity.

### Extra idea

- Sts ask you the questions.

## 11C Speak 30 seconds

### A board game

Sts practise speaking on a range of topics for one minute. Copy one worksheet of the board game for each three or four students. Sts need a dice and counters.

#### Language

Revision of vocabulary and tenses

- Put Sts in small groups of three or four and give each group a worksheet of the board game and a die and coloured counters.
- Explain the rules of the game. Sts throw a dice and move round the board. Everyone starts on the **START** square. When a student lands on a square he / she must talk for a minute about the topic. Then each of the other students in the group must ask him / her a question about the topic.
- Tell Sts they can have time to think about what they are going to say. Someone in the group times the minute.

- The game finishes when someone reaches the **FINISH** square.
- If Sts throw high numbers they sometimes move too quickly round the board. To land on **FINISH** he / she must throw the exact number, e.g. if a student is on the **neighbours** square he / she must throw a two to win. If he / she throws a five, he / she moves forward two and back three and lands on the **good places in my country for tourists** square.

## 12A Have you done it?

### A pairwork information gap activity

Sts practise asking and answering present perfect questions. Copy one worksheet for each student.

#### Language

Present perfect simple:

*I've read the Harry Potter books. I think / I don't think that's true.*

- Give each student a worksheet and ask them to complete the sentences using the verbs in brackets. Half of the sentences should be true and half of them not true.
- Explain to the students that they are going to find out which statements are true and which are not true.
- Demonstrate the activity. Write two sentences on the board for yourself, one true, one false, e.g. *I've read all the Harry Potter books.* Students have to find out which is true and which is false, e.g., *I think that's true because you love the films.*
- Sts work in pairs and find out which of their partner's sentences are true and which are false.
- Get feedback. Ask a few pairs if they discovered anything surprising about their partner.

## 12B Have you ever...?

### A class mingle speaking activity

Sts practise the present perfect and past simple with question prompts. Copy and cut up one worksheet for the class / per group.

#### Language

Present perfect: *Have you ever spoken to a celebrity? Yes, I have. No, I haven't.*

Follow-up questions: *Who was it? When was it?*

- Give every student in the class a question. Tell them not to show their question to anybody. If you have a class of more than 14 Sts, divide the class into two or more groups.
- Explain to Sts that they're going to do a survey. Sts must move around asking the question on their card to all the other Sts in their class or group. If somebody answers *Yes, I have*, then they ask the other questions.
- Remind Sts that they must put the verb into the past participle form.
- Get feedback when Sts have finished. Find out how many people have done different things.

## 12C Revision questions

### Prompts to revise speaking / question formation

Sts practise key structures from Files 1–12. This could be used as a final 'pre-test' revision, e.g. before Sts' oral exam. Copy and cut up one set of cards per pair.

#### Language

Questions and answers: past, present, and future

- Tell Sts the object of the activity is to ask and answer as many questions as they can to revise the English they know. Demonstrate by taking a card and asking one student the questions. Then take another card and quickly copy it onto the board. Get Sts to use the prompts to ask you complete questions. Remind Sts that the symbol / = a missing word or words.
- Sts work in pairs. Give each pair a set of cards. Set a time limit, e.g. ten minutes. Sts take turns to take a card and ask their partner the questions. Encourage Sts to follow up their partner's answers with further questions. Monitor, help, and correct.